

Workforce Development: Issues and Priorities for Outreach and Engagement

Nick Collins, PhD
Executive Director
The Center for Educational Outreach
University of Michigan

Karen Bruns
The Ohio State University

*APLU Council on Engagement and Outreach
June 11-14, 2013 - Minneapolis, MN*

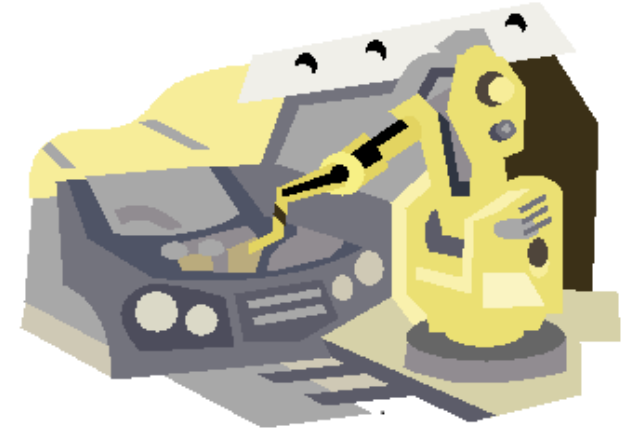


Economic Imperative



Future Labor-force Needs

- Repetitive tasks are done better by machines.
- Interpretation, analysis, collaboration, creativity, innovation, inventiveness, interactive
- 63% of jobs will require some post-secondary education by 2018 (90% for fast-growing sectors)



College Degree Attainment by Country

Population that has attained at least tertiary education

Percentage, 2009 or latest available year

Statlink <http://dx.doi.org/10.1787/888932506628>



College Completion BIG GOAL

- College Board, Natl. Conference of State Legislators, President Obama, Lumina Foundation's "Big Goal for 2025"*
 - Increase the number of Americans with high-quality college degrees from the current 39% to 60%.
 - To accomplish this goal we must dramatically increase college degree attainment among first-generation, low-income, and students of color whose degree attainment rates are significantly lower than the national average and for whom the attainment gap has been widening.

*Source: Lumina Foundation's Strategic Plan - Goal 2025

The Degree Gap

• % Aged 25-34 with Degree	37.8%
• Average Annual Change	0.34%
• % Projected to 2020	41.9%
• 25-34 Yr Olds in 2020	45,065,697
• Addl Degrees needed	8,165,954
• % Increase needed	4.2%

Source: NCHEMS, 2010

America's College Access Challenge

- The chance of enrolling in college by age 19 in USA: 45.6%;
- In Michigan: 44.1% (rank 33)
- In Ohio: 46.0% (rank 27)
- In Minnesota: 61.5% (rank 1)
- In Nevada: 26.3% (rank 50)

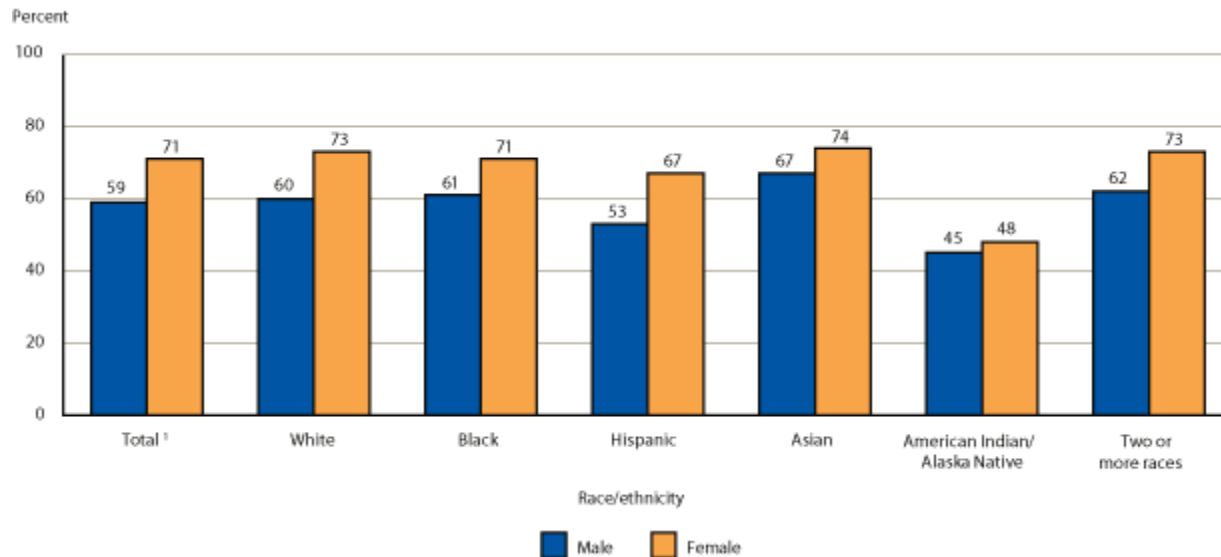
Source: Postsecondary Opportunity, 2012

Societal Benefits of Higher Education

College Graduates:

- Require less social welfare support
- Higher incomes & contribute more to tax base
- More education, less crime
- Are healthier
- More civic engagement

Percentage of 9th-graders planning to enroll in a license/certificate, associate's, or bachelor's program during their first year after high school, by race/ethnicity and sex: 2009

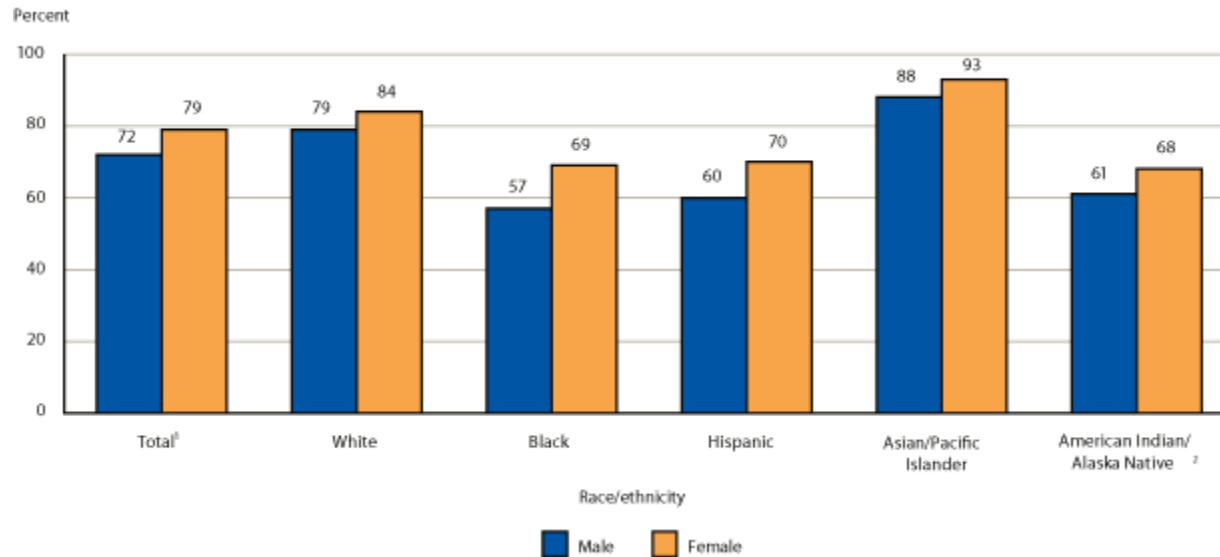


¹ Total includes other racial/ethnic groups not shown separately in the figure.

NOTE: Reporting standards for Native Hawaiians/Pacific Islanders were not met; therefore, data for this group are not shown in the figure. Data weighted by W1STUDENT. Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009, Base-Year Public-Use Data File.

Averaged freshman graduation rate (AFGR) in public schools, by race/ethnicity and sex: 2008–09



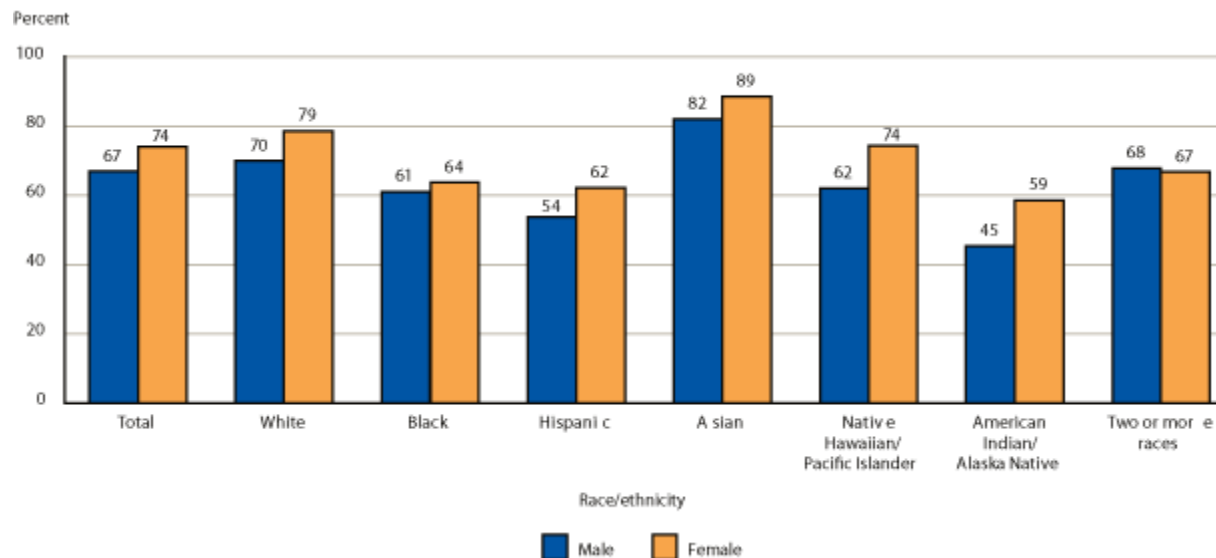
¹ Total includes other racial/ethnic groups not shown separately in the figure. The United States total includes all 50 states and the District of Columbia.

² The rate for American Indians/Alaska Natives excludes students served in schools operated by the Bureau of Indian Education.

NOTE: AFGR is an estimate of the percentage of an entering freshman class graduating in 4 years. For 2008–09, it equals the total number of diploma recipients in 2008–09 divided by the average membership of the 8th-grade class in 2004–05, the 9th-grade class in 2005–06, and the 10th-grade class in 2006–07.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), State Dropout and Completer Data File: School year 2007–08, version 1b; School year 2008–09, version 1a State Non-Fiscal Data File: School year 2003–04, version 1b; 2004–05, version 1f; 2005–06 version 1b; 2006–07, version 1c LEA Dropout and Completer Data File (Restricted-Use): School year 2008–09, version 1a School File: School year 2003–04, version 1a; 2004–05, version 1b; 2005–06, version 1a; 2006–07, version 1c; 2008–09, version 1b.

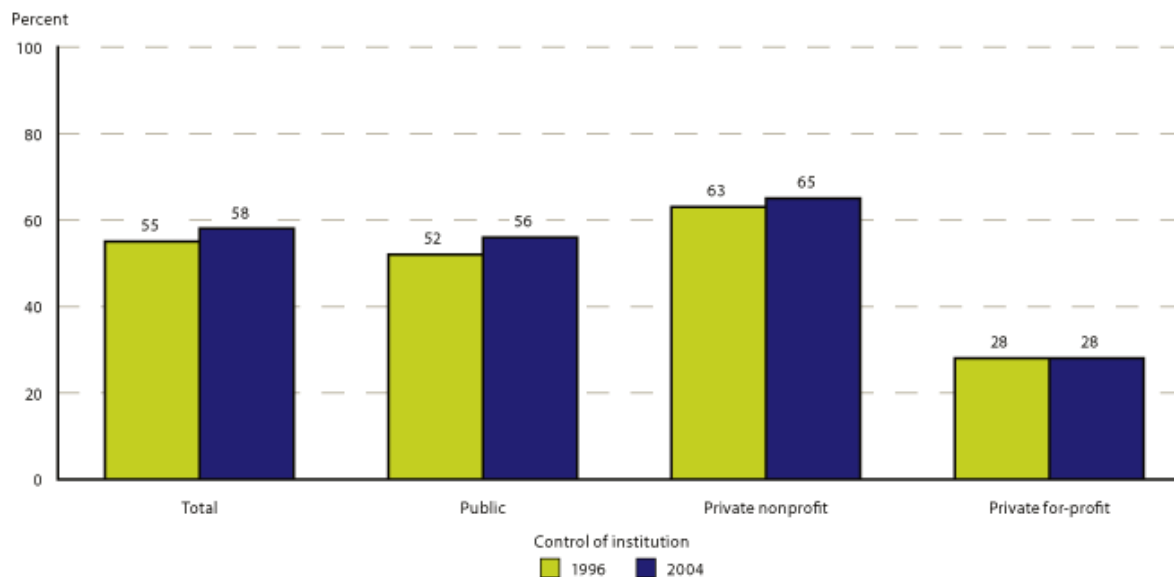
Percentage of 2004 high school graduates who immediately enrolled in first postsecondary institution, by race/ethnicity and sex: 2006



NOTE: Race categories exclude persons of Hispanic ethnicity.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Second Follow-up, 2006."

Percentage of students seeking a bachelor's degree at 4-year institutions who completed a bachelor's degree within 6 years, by control of institution and cohort year: Starting cohort years 1996 and 2004



NOTE: The graduation rate was calculated as the total number of students who completed a degree within 150 percent of the normal time to degree attainment (for example, for bachelor's degrees, 6 years) divided by the number of students in the revised cohort (i.e., the cohort minus any allowable exclusions). For this indicator, the revised cohorts are the spring 2011 estimates of the number of students who entered a 4-year institution in fall 2004 and the spring 2003 estimates of the number of students who entered a 4-year institution in fall 1996 as first-time, full-time undergraduates seeking a bachelor's or equivalent degree. Students who transferred to another institution and graduated are not counted as completers at their initial institution. For more information on the Integrated Postsecondary Education Data System (IPEDS), see Appendix B - [Guide to Sources](#).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2003 and Spring 2011, Graduation Rates and Institutional Characteristics components.

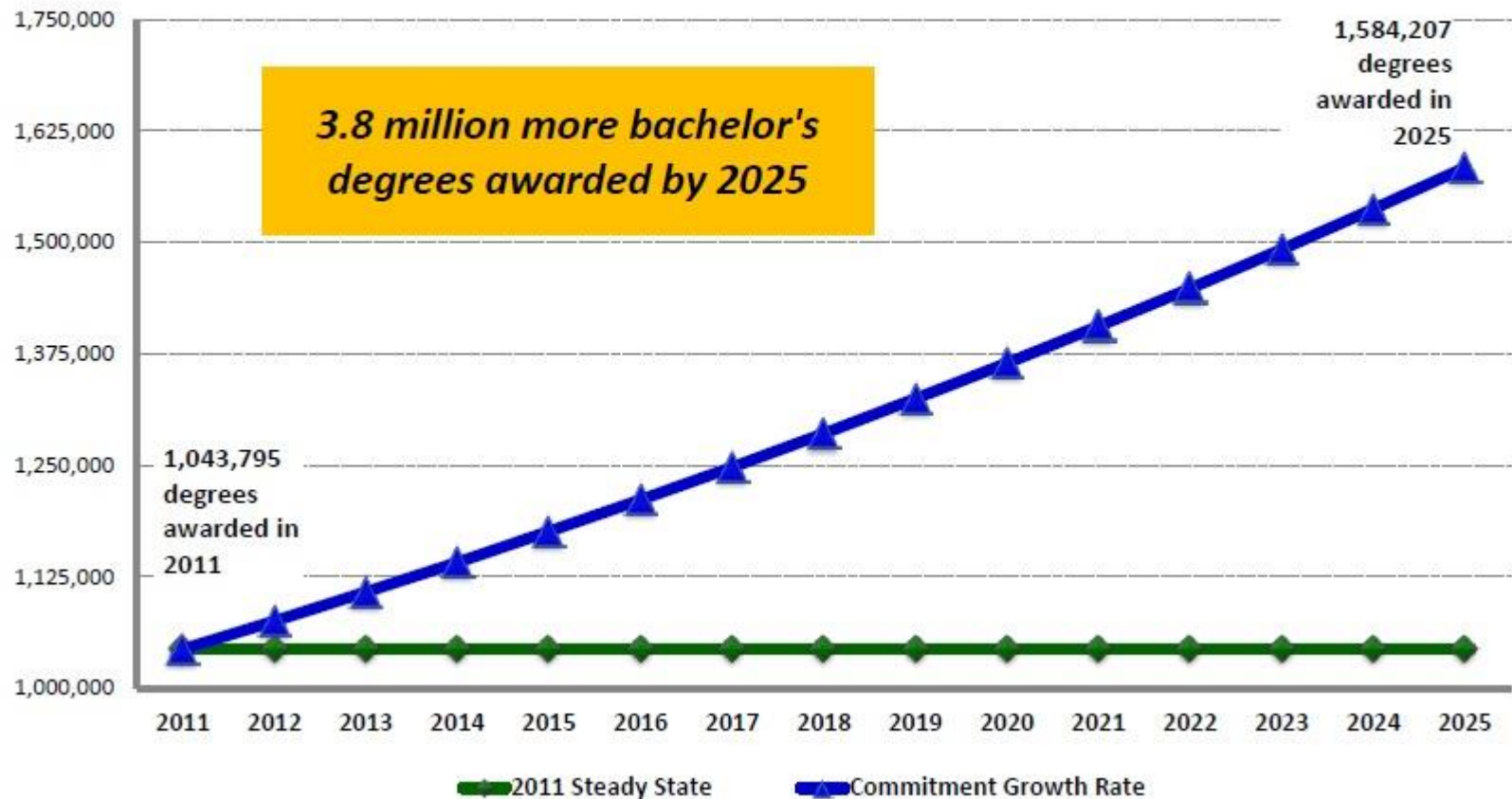
Do the Arithmetic!

HS Grads x College Attendance x College Graduation

- Males : $(.72) \times (.67) \times (.58) = .28$
- Females: $(.79) \times (.74) \times (.58) = .34$
- *At current degree completion rates, we need to produce an **additional 23 million** degrees by 2025.*
- *We have a long way to go to reach the BIG GOAL!*

APLU Project Degree Completion

Projected Bachelor's Degrees Awarded by Public Colleges & Universities by 2025
Commitment Growth Rate as Compared to 2011 Steady State



Project Degree Completion Strategies

- Reach Out to Drop-Outs
- Cost Containment (keep access affordable)
- Support Access and Diversity
 - (1st generation, low-income, & URM)
- Make efforts to reduce time-to-degree
- Closer partnerships with K-12 to improve preparation

What Works?

- How can we increase retention and graduation rates?
- What will make college more affordable?
- What are effective strategies for recruiting a diverse class of students?
- How can we reduce “time-to-degree?”
- What kinds of K-12 partnership improve preparation for college?

Contact Information

Nick Collins, PhD

Executive Director

Center for Educational Outreach

The University of Michigan

wcollins@umich.edu

www.ceo.umich.edu



Observation

- Education system is no longer the sole source of knowledge and information.
- How should higher education function?
 - Sorting? emphasis on high quality, thus the best succeed (but shortages develop in labor pool)
 - Capacity-building? Emphasis on “uplift” of those in the middle range so that more succeed and fulfill needs of the labor pool
 - MOOCs? Anyone, Anytime, Any amount